Word Way User Manual

Courseware Solutions Inc.

www.wordville.com

Word Way User Manual

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Getting Started

Insert the CD-ROM into the CD-ROM drive.

Windows

a) Choose My Computer.
b) Choose the CD-ROM drive icon.
c) Double-click the WordWay icon to start.

Macintosh

a) Double-click the Word Way CD icon to show the contents of the CD-ROM.
b) Double-click the Word Way icon to start.

Electronic user manual

Double-click the WordWayManual.pdf icon to view and/or print this manual.
This file is also available as a free download from www.wordville.com.
Adobe Acrobat Reader is required to view the manual.

Overview

Structure & content

Word Way is a collection of ten interesting and purposeful learning activities designed to help students acquire language skills. The program is non-linear and non-hierarchical, and students are free to start or leave any of the activities at any time. Each of the ten activities requires the student to use specific reading and writing skills. The skills required are listed in the table on page 5 and within each online activity.

Suggested grade range

The topics in Word Way are often introduced in grade 3 classrooms. Due to its structure, which allows students to freely explore a wide variety of activities and communication skills, the program, especially in combination with others in the series (Write Way, for example) may be used in higher grades for students in need of remediation and practice in basic language fundamentals such as grammar, vocabulary and spelling.

Recommendations for use

Word Way is designed to supplement the language curriculum. It is not designed to be a primary source of instruction. Because it is highly motivating, it is particularly suitable and useful as a tool for remediation and reinforcement.

Most students readily begin exploring Word Way on their own, require little supervision and enjoy working with the activities for a full class period or more. The program is designed to be used independently by students and does not require close adult supervision.

Careful observation of a student's interactions with the program can reveal a great deal to the teacher about a student's language capabilities and ability to apply communication skills in new situations.

Word Way may be used as:

- a highly motivating way to reinforce and provide additional practice in language skills introduced in class
- a means of providing a wider variety of applications of language skills and basic fundamentals
- a means of providing remediation for students at any grade level to support reading and writing improvement
- a source of assessment information about a student's language abilities and a diagnostic tool to determine areas of difficulty
- an enrichment activity for younger students

Having pairs of students use the program works well, creating a setting which encourages the development of communication skills and co-operative learning.

Tracking student progress

Each Word Way activity includes an optional printable record of achievement which includes a list of the learning outcomes associated with each activity. These certificates, as well as the Student Tracking Reports (page 29), provide a "paper track" of individual student progress. They are also excellent additions to a student's portfolio or can be taken home to show parents an example of "what they do on the computer." These records of achievement printed out over time can be used to measure improvement and provide evidence of skills mastery.

Also, the number of times a student has successfully completed an activity is recorded on the Word Way home screen in the bottom left corner of each activity icon.

These results can be printed out by clicking the PRINT button on the home screen.

Electronic manual

An electronic version of this manual is included on the CD-ROM for reference and as a backup. It may be printed in whole or in part. To use the electronic version, double-click its icon. Adobe Acrobat Reader is required to view the manual.

Technical Information

Word Way is a dual-platform multimedia CD-ROM program that runs on a Windows PC or a Macintosh with the following minimum requirements:

Windows PC

- Intel Pentium or compatible
- 12 MB of available RAM
- Windows 95, 98, or NT 4 or later
- SVGA 640 x 480, 256-color monitor
- CD-ROM drive
- Windows-compatible sound card

Macintosh

- Power PC
- System 7.5.3 or later
- 12 MB of available RAM
- 640 x 480 color monitor
- CD-ROM drive

Manual

The electronic version of this manual in Adobe pdf format is included on the CD-ROM with the basic program. Adobe Acrobat Reader is required to view it.

Copying to a hard drive

Word Way was developed to run directly from the CD-ROM. However, if you wish to copy it to a hard drive and run it without the CD, the following files and folders, which require about 20 MB, should be copied:

Windows PC

- **WordWay.exe**
- DATA folder

Macintosh

- **Word Way**
- DATA folder

Curriculum Connections

Comprehension and Reasoning

- describe elements of a story . . . . . .*Stories*
- extract meaning and significant information from written material .*Special Terms*
- follow written instructions . . . . . .*Special Terms*
- use familiar vocabulary and context to determine meaning . . . . . .*Stories*

Form and Style

- recognize a table of contents . . . . . .*Stories*
- use pictures appropriately to reinforce a message . . . . . .*Stories*

Grammar

- use correct subject-verb agreement . . . . . .*Subject-Verb Agreement*
- use irregular plurals . . . . . .*Plurals*

Punctuation

- use end punctuation correctly . . . . . .*Punctuation*
- use the apostrophe in contractions . . . . . .*Contractions*

Spelling

- divide words into syllables . . . . . .*Syllables*
- use abbreviations . . . . . .*Prefixes, Suffixes, Abbreviations & Compounds*
- use a variety of sources to check spelling . . . . . .*Spelling*
- use phonics & memorized spelling rules . . . . . .*Spelling*

Vocabulary

- recognize compound words and common prefixes and suffixes . . . . . .*Syllables*
- understand specialized terms in different subject areas . . . . . .*Special Terms*
- use common prefixes . . . . . .*Prefixes, Suffixes, Abbreviations & Compounds*
- use common suffixes . . . . . .*Prefixes, Suffixes, Abbreviations & Compounds*
- use compound words . . . . . .*Prefixes, Suffixes, Abbreviations & Compounds*
- use knowledge of homophones to determine word meaning . . . . . .*Homophones*

Quick Tour

- To select a Word Way activity, click its picture.
- To return to this main screen (the home screen), click the LEAVE THIS ACTIVITY button in each activity.
- The five rectangular buttons in the upper left corner of the screen are:
  - QUIT – to exit from the program Word Way
  - HELP – to hear context-sensitive help
  - CREDITS – to see a list of the creators of Word Way along with telephone, fax and e-mail information
  - SOUND – to display the control that adjusts the sound volume
  - PRINT – to print the Word Way main screen.

- Starting the program is a straightforward process that most computer-literate students could handle on their own, perhaps following a teacher demonstration or the posted "Getting started" instructions (see the first page of this manual). Since the program runs straight from the CD-ROM, there is no danger of causing accidental damage to the program or any other program on the computer.
- When done with the program click QUIT and eject the CD-ROM. There is no need to "uninstall" since nothing is ever put on the hard drive.
- Students generally discover a lot about Word Way by following their natural inclinations to explore. Encourage students to answer their own "What do I do next?" or "How do I…"-type questions by using the HELP button, looking at the screen, listening, or even reading out loud. Many of the activities include both verbal and written directions, and students often need to apply their reading and listening skills to discover how to proceed.
- Having pairs of students work together on the program works well, providing a setting for cooperative learning. One way of doing this is to set up a computer running Word Way in a resource or language lab area.
- If a printer is available, you may wish to ask students to click the PRINT button that appears when each activity is completed and to save the printouts as a way of tracking their achievements in the program. In addition, students may wish to print the Word Way home page at the end of the session so that they'll have a printed record of the number of times they have successfully completed each activity, as indicated by the number in the sphere in the left bottom corner of the activity icon.

- Sample screens and more detailed descriptions of the language skills addressed in each activity begin on the next page.

Contractions

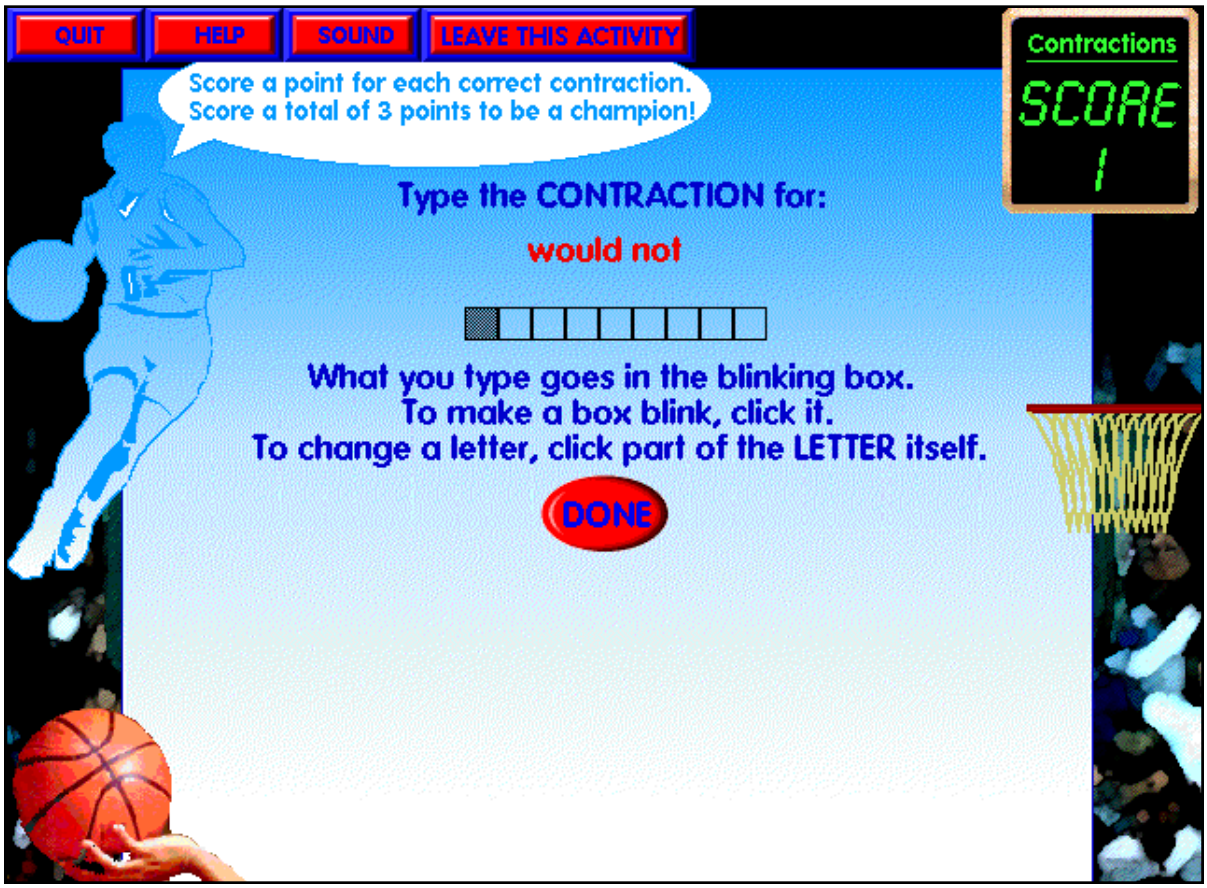
Skill addressed by this activity

- use the apostrophe in contractions

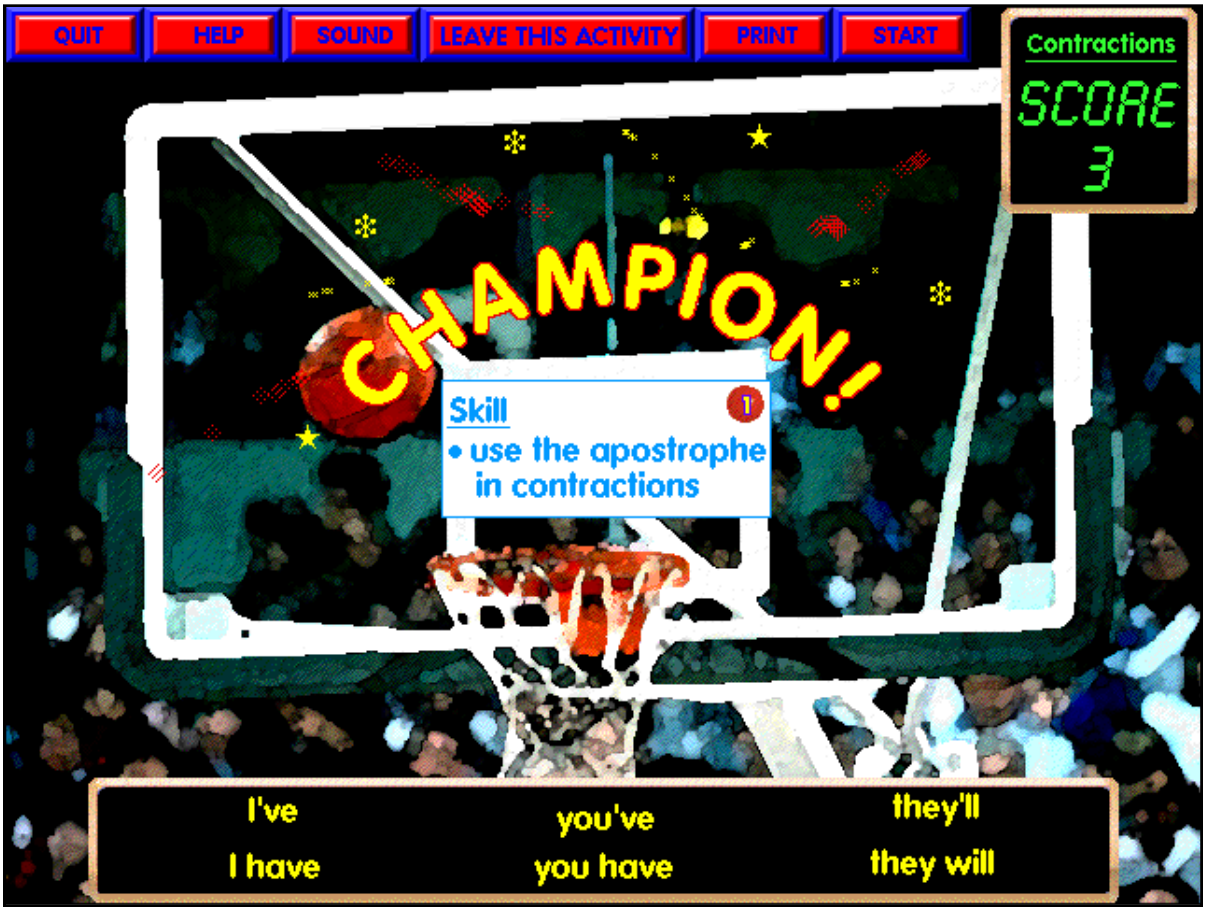
Activity description

This activity motivates students to consolidate and extend their knowledge of contractions by providing immediate feedback in a basketball setting (see example screen below). Students win points by typing contractions for the words that are presented. The words are randomly drawn from a pool of common contractions, so that each time the student does the activity a different set of words appears.

After typing an answer, the student presses the red "Done" button, and the answer is evaluated. If the answer is close to the correct contraction, the student is given a hint and a chance to correct their answer. Otherwise, the correct contraction is shown along with a short explanation of how the apostrophe is used to indicate the missing letters. These incorrect cases are stored by the program, which increases the probability that they will appear as future problems.



Three contractions, which are recorded on the scoreboard in the upper right of the screen, are required to successfully complete the activity. The final screen (see example screen below) includes a list of the three contractions done, the Skill List and the number of times that the activity has been successfully completed.



Activity examples

The words presented include such common contractions as: would not - wouldn't, I have - I've, will not - won't, you will - you'll, etc.

Teaching/learning points

Because correct contractions are shown and explained and there is no penalty for incorrect answers, students should be encouraged to click the "Help" button in the upper left of the screen and then make their best guess.

Observing students in the process of making their best guess will reveal the degree to which they understand the idea of contractions, and whether a full-scale discussion of the topic with the teacher, a quick reminder, or further time on the activity is required.

This activity is very suitable for student self-directed review and study.

Homophones

Skills addressed by this activity

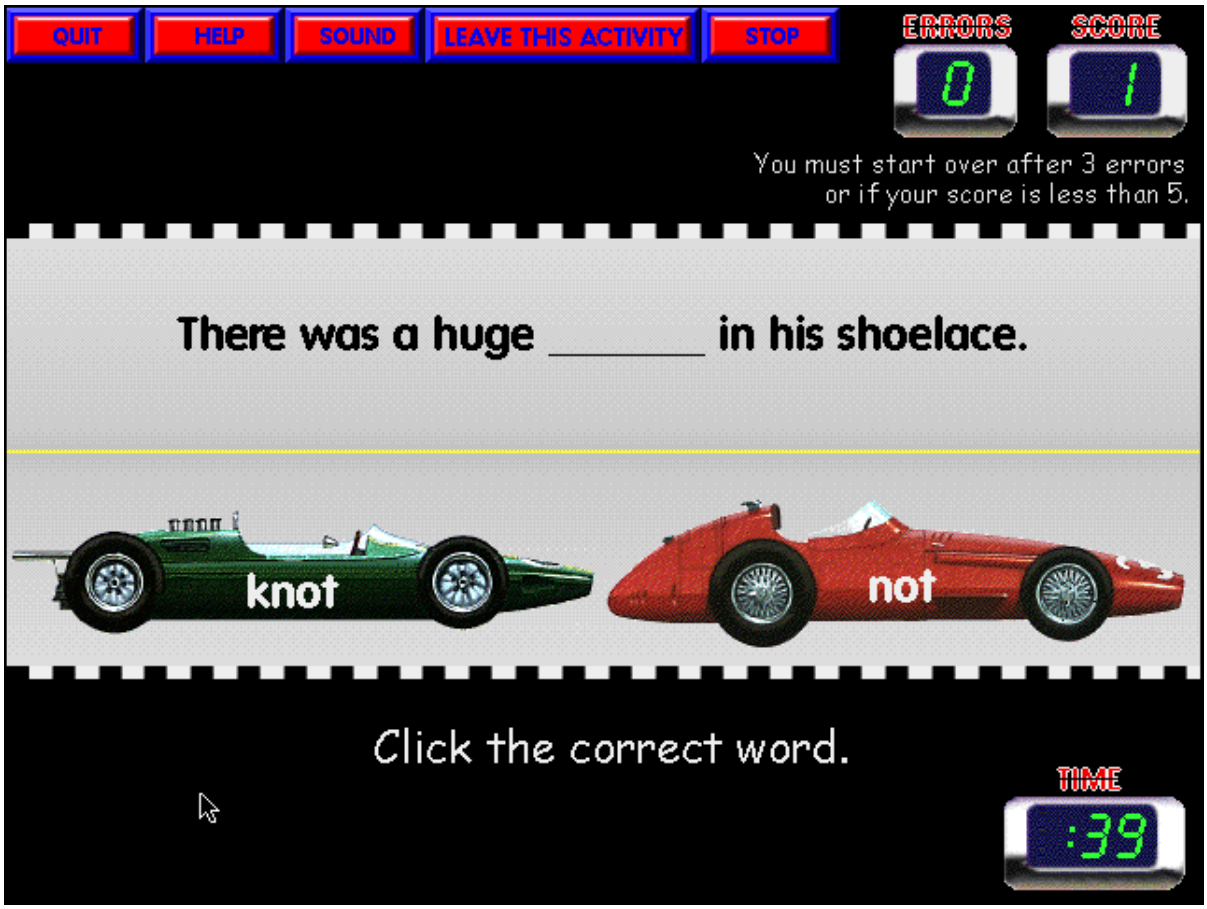
- use knowledge of homophones to determine the meaning of words

Activity description

In this car-themed activity, students are presented with sentences and must select the most appropriate word to complete the sentence. The two word choices are homophones, and students must read and understand the sentence in order to make the correct choice.

Students have one minute to complete as many sentences as possible. In order to receive credit for the activity, at least five sentences must be completed correctly. If three errors are made, the activity restarts.

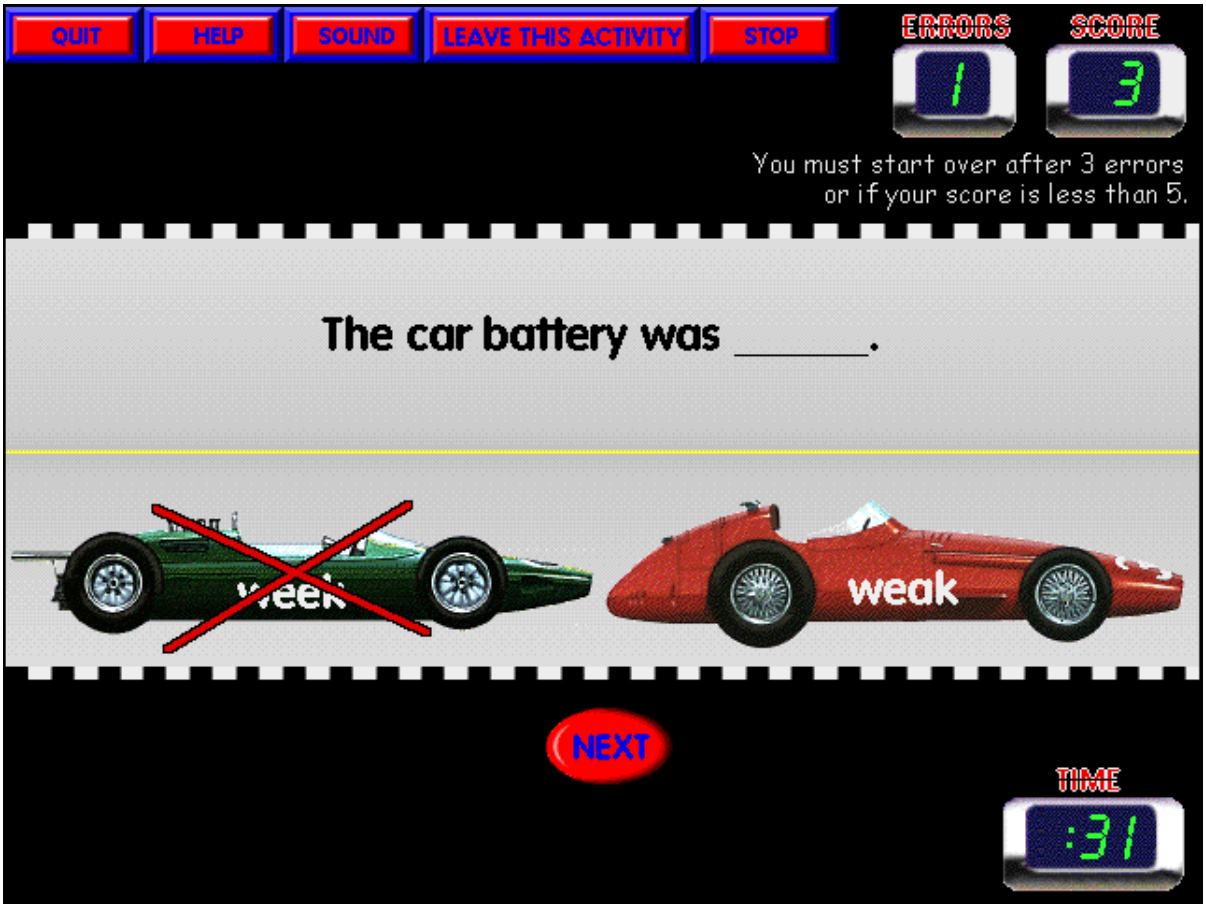
The sentences are drawn from a large pool of possibilities, so that it is highly unlikely that the student will see a repeat.



Activity examples

The program uses a pool of more than fifty pairs of homophones, including the following:

our hour	hear here	plane plain	their there
ate eight	wood would	buy by	blew blue
weak week	sun son	maid made	see sea
some sum	fair fare	write right	knew new



Teaching/learning points

Students may benefit from reading the sentences aloud to reinforce the concept that homophones sound the same, but have entirely different meanings.

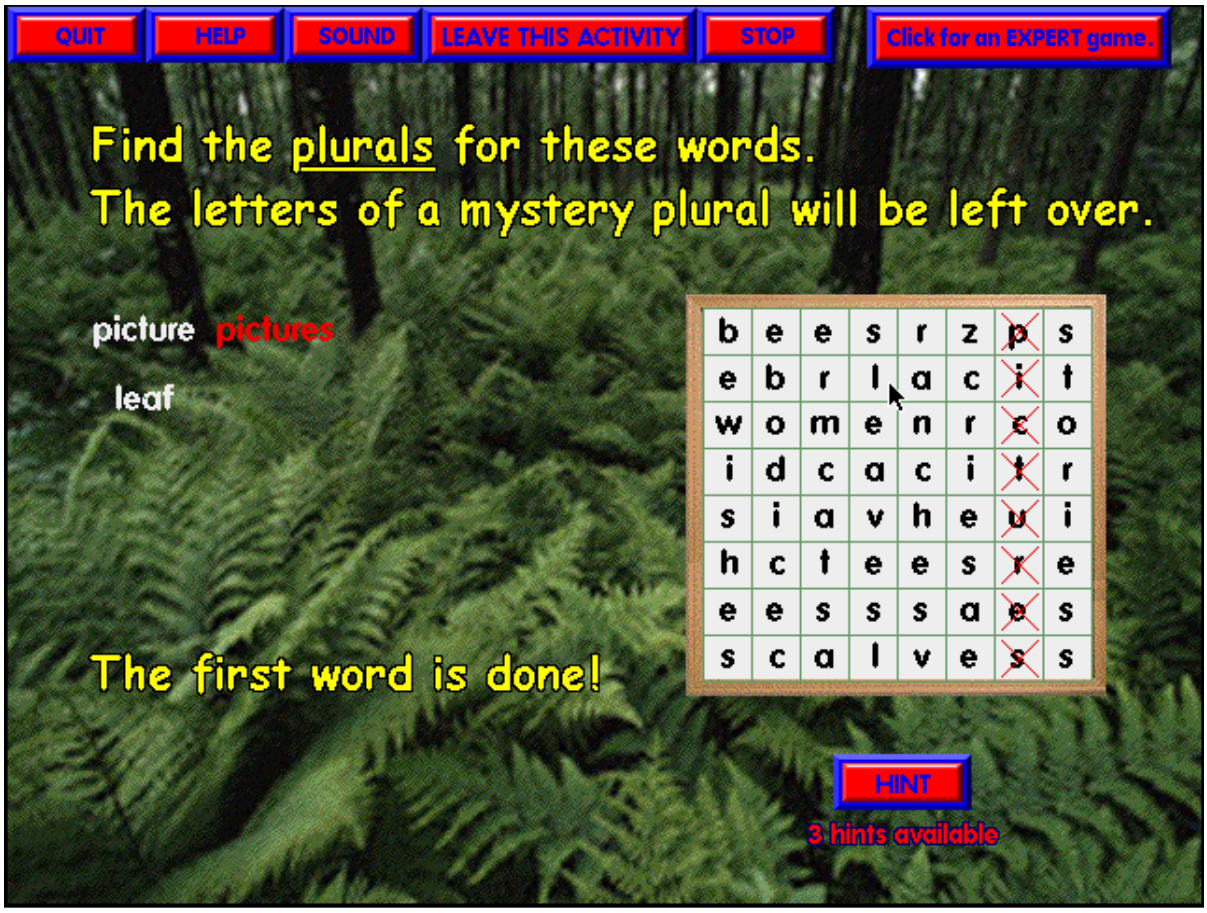
Plurals

Skills addressed by this activity

- spell irregular plurals correctly

Activity description

This activity is based on a traditional word search puzzle. However, instead of trying to locate the exact word presented, students have to locate the plural form of the word.

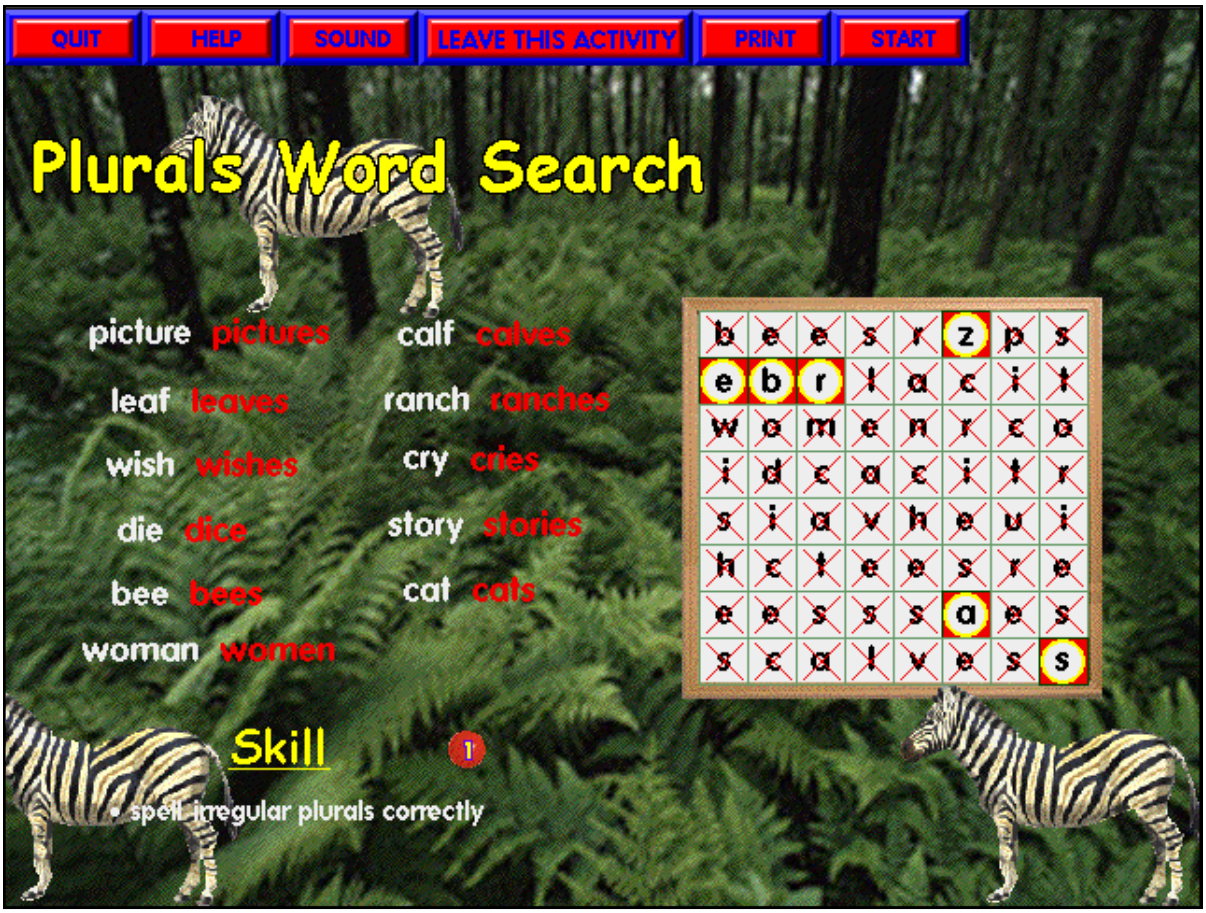


In the easier version of the activity (see example above), the words are presented one by one and anything other than the next correct letter is not accepted. Clicking on "HINT" will reveal the next letter. When all of the plurals have been found, the remaining letters form a mystery plural (see screen on next page.)

The EXPERT version operates more like a standard word search. All of the singular words are presented and the letters of their plurals may be clicked in any order. There are no hints available in the expert round.

Activity examples

The puzzles are randomly generated and the vast majority of words from the pool are irregular plurals, for example: deer, tries, berries, bunches, etc. It would be highly unlikely that a student would see the same puzzle twice.



Teaching/learning points

Teachers may want to suggest that students review the “rules” for irregular plurals before beginning this activity. A summary of the rules can be viewed by clicking the HELP button in the upper left corner of the screen.

Prefixes, Suffixes, Abbreviations and Compounds

Skills addressed by this activity

- use common prefixes
- use common suffixes
- use abbreviations to spell common words
- use compound words

Activity description

This quiz show-based activity features the four categories of its title. Students click one of the eight squares to reveal a definition or hint. To win points (10 or 20, depending on the square chosen) the student must correctly type the mystery word. In the Easy Game, part of the word is provided as an additional hint (see example screen below). In the Expert Game, the student must spell the entire word.

Immediate feedback is provided as the student types, that is, if an incorrect letter is typed, it is immediately erased and an audio "Error" message is played. The student may also click the "Give up" button, in which case the computer "opponent" (labeled "ME") spells the word and is awarded the points (see below).

The final screen includes a list of the words correctly spelled by the student, as well as the standard Skill List and the number of times that the activity has been done.

Activity examples

The words to be spelled include those with prefixes such as re-, un - and dis-; suffixes such as -ful, -less, and -ly; abbreviations for days, months and parts of street addresses; and compound words such as "toothache", "sunrise" and "dishwasher."

Teaching/learning points

If a student does not immediately know the mystery word, encourage her or him to think of prefixes or suffixes that fit the definitions and fill them in to form new words. This reinforces the idea that prefixes, suffixes and compounds are useful tools for learning new words. It is also a good opportunity to point out that a possible new word should always be checked by consulting a dictionary.

Punctuation

Skills addressed by this activity

- use end punctuation correctly in sentences

Activity description

Students will exercise their skills in end punctuation (period, exclamation mark, question mark) and become more aware of related keywords and sentence structure in this activity where they have to guess the end punctuation based on only part of the sentence.

A sentence is presented one word at a time, and after each word the student is given the opportunity to choose between a period, question mark, and exclamation mark as the end punctuation. A correct guess after one word yields 10 points; after two words, 5 points; then 1 point. After three incorrect responses, the sentence is revealed (see example screen on the opposite page.) In total, five sentences are presented.

Activity examples

The sentences are drawn from a pool of approximately 100 sentences. Some examples are:

How are you?
It's a girl!
What an awesome show!
It's my birthday today.
Have a chocolate.
Please pass the butter.
How lovely she looked.
What is your name?
Have you read the book?
Stop that racket right this minute!

Teaching/learning points

This is an activity that could be easily extended to the classroom. Students could make up sentences and reveal them, one word at a time, to their classmates, who could guess the end punctuation after each word.

To consolidate what they learned, students could be encouraged to discuss the words and structures that were "clues" to the correct end punctuation.

Special Terms

Skills addressed by this activity

- understand specialized terms in different subject areas
- follow written instructions
- extract meaning and significant information from written material

Activity description

This activity is a very simple version of an "Adventure"-style game. By following written directions that magically appear, students explore a mysterious set of houses and ultimately collect a set of five letters that spell a congratulatory word.

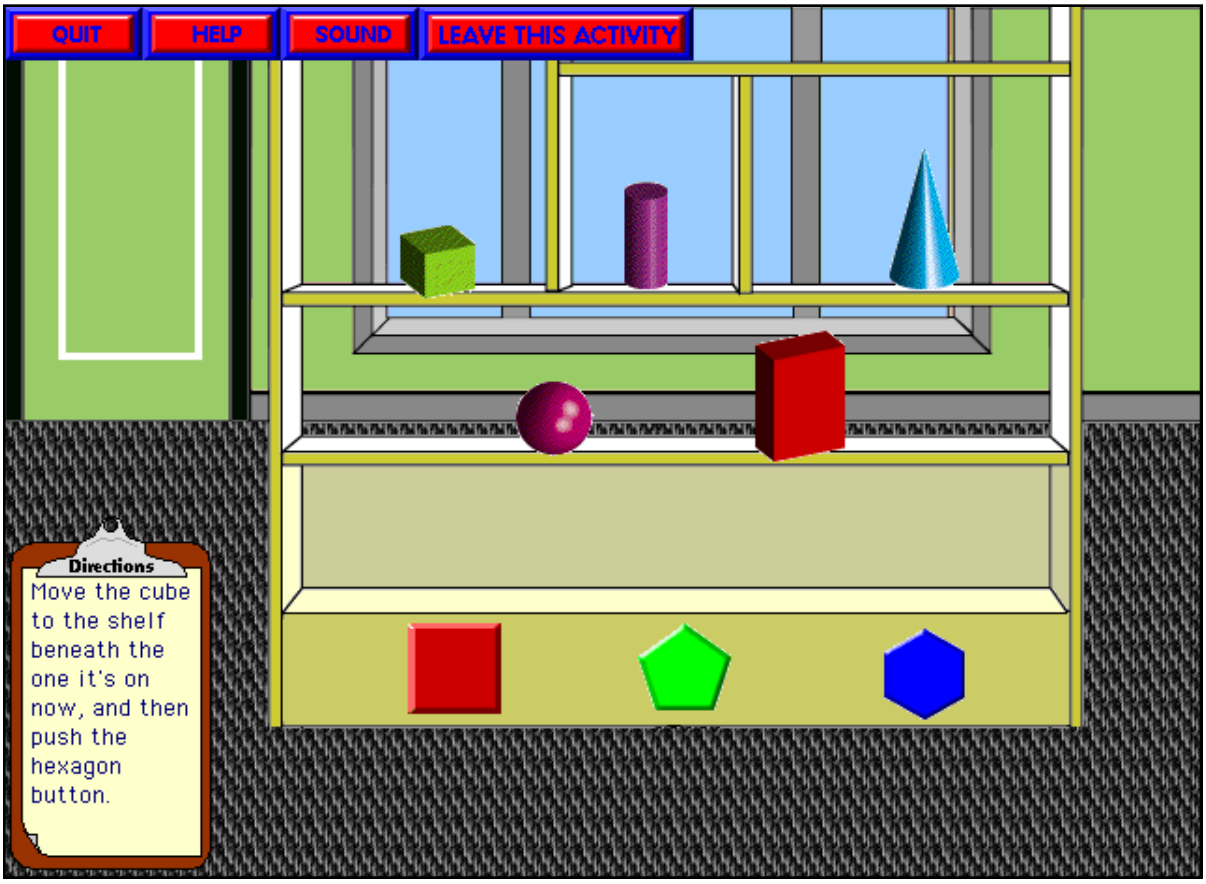
The house doors are marked with two-dimensional geometric shapes, which are randomly assigned, and therefore vary, each time the game is played. Each house has a different theme which requires an understanding of a different set of special terms.

Moving from left to right (see screen example below), the far left house uses technology terms, the next house contains geometric shapes, the next has media equipment, and the house on the far right uses science vocabulary.

QUIT
HELP
SOUND
LEAVE THIS ACTIVITY
Read and follow the directions to collect a five-letter mystery word!
Hint: Use the mouse for all actions such as knocking, opening, entering and picking up.
Directions
Enter through the door with the yellow pentagon.

Some of the directions, which are also randomly generated, are multi-step or sequential, as in the example below which contains the direction, “Move the cube to the shelf beneath the one it’s on now, and then push the hexagon button.”

If the directions are not followed, key words may be emphasized in the written directions or the student may be removed from the house and have to start over.


QUIT
HELP
SOUND
LEAVE THIS ACTIVITY
Directions
Move the cube to the shelf beneath the one it's on now, and then push the hexagon button.

Activity examples

The specialized terms required are randomly generated and vary each time the activity is played. They may include: monitor, keyboard, diskette, CD-ROM, printer, fax machine, names of geometric shapes, stem, root, petal, microscope, videocassette player, etc.

Teaching/learning points

It should be pointed out to students that careful reading of written directions is an important part of this activity, and so verbal assistance should be minimized. On the other hand, reading and discussing the directions with a friend, checking terms in a dictionary, and rereading directions are good ways of approaching this activity or any set of directions.

Spelling

Skill addressed by this activity

- use phonics and memorized spelling rules to increase accuracy in spelling

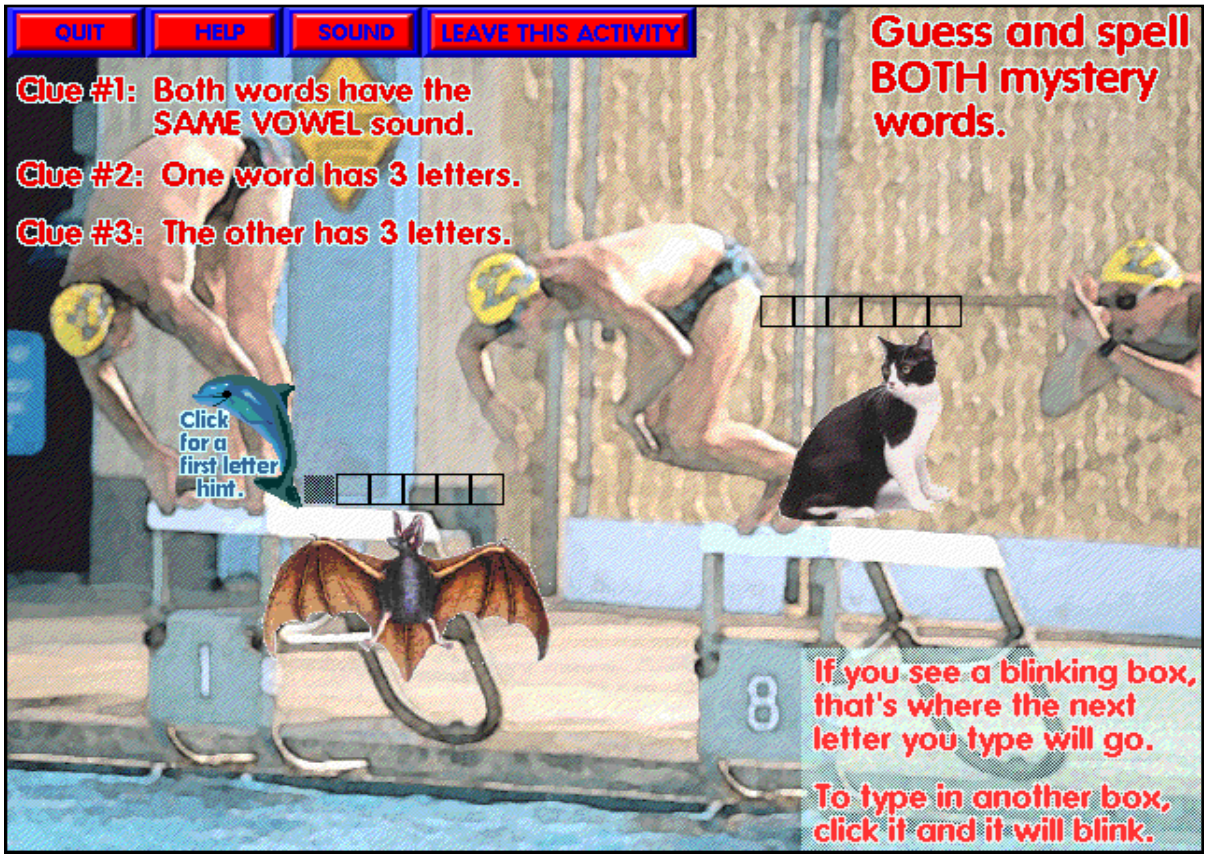
Activity description

This activity provides spelling practice in a swim race setting. The student must spell three pairs of words, for a total of six words, to successfully complete the activity.

The first two pairs of words contain a common phonetical element or follow the same spelling rule. For example, in the screen below, the clues given for the two words to be typed are:

- both words have the same vowel sound
- both are three-letter words

The main clue for each word is usually a picture (as in the example below), sound effect or a word clue describing the word as the past tense, plural or antonym of a given word.


QUIT
HELP
SOUND
LEAVE THIS ACTIVITY
Guess and spell BOTH mystery words.
Clue #1: Both words have the SAME VOWEL sound.
Clue #2: One word has 3 letters.
Clue #3: The other has 3 letters.
Click for a first letter hint.
If you see a blinking box, that's where the next letter you type will go.
To type in another box, click it and it will blink.

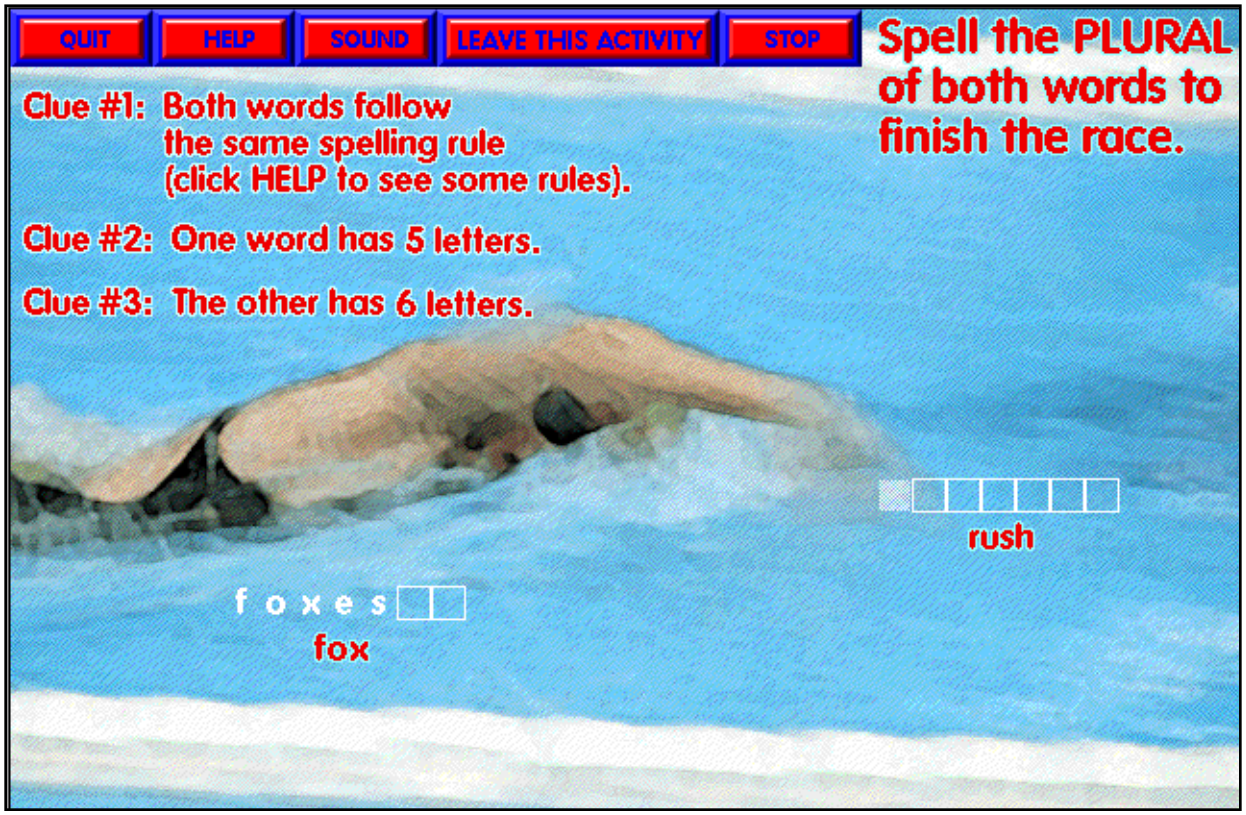
Immediate feedback is given as the student types, so that an incorrect letter is displayed only long enough for an audio error message to play. In addition, if the first letter typed in a word is incorrect, a dolphin button labeled, “Click for a first letter hint” appears and the student may click it to have the correct first letter displayed.

The last two words to be spelled require the student to apply a memorized spelling rule for forming plurals or past tenses (see example below). The clues for the last pair are:

- both words follow the same spelling rule

- one word has 5 letters and the other 6

In addition, the student is given the root words, for which plurals or past tenses are to be spelled.


QUIT
HELP
SOUND
LEAVE THIS ACTIVITY
STOP
Spell the PLURAL of both words to finish the race.
Clue #1: Both words follow the same spelling rule (click HELP to see some rules).
Clue #2: One word has 5 letters.
Clue #3: The other has 6 letters.
rush
f o x e s
fox

Activity examples

The words to be spelled in the first two rounds include words with short “a”, short “e”, long “a”, etc. sounds. The final pair of words includes those that follow rules such as, “Change the y to i and add -es”, “Double the last consonant and add -ed”, etc.

Teaching/learning points

Students should be encouraged to view the words as pairs and to state explicitly what the common vowel sound was or which spelling rule was applied.

Stories

Skills addressed by this activity

- describe some elements of a story
- use vocabulary and context to determine the meaning of a passage
- use pictures appropriately to reinforce a message
- recognize a Table of Contents

QUIT
HELP
SOUND
LEAVE THIS ACTIVITY
STOP
More stories (EXPERT level)
A giraffe and four monkeys are by the sea thinking, "It's four o'clock and that means snacktime for me!"
"I see some pineapples !" Each monkey grabs one. They must have been hungrier than the giraffe who got none!
1
Move the correct clock to this page.
Hungry Monkeys

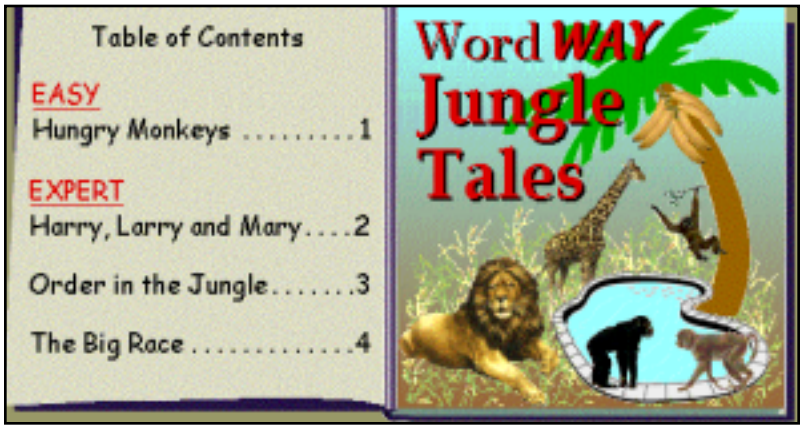
Activity description

In this activity, students must demonstrate their reading and comprehension skills by appropriately illustrating the details of a story. In the easy version (see example screen above), students are guided through the process phrase by phrase or word by word. The process is more open-ended at the expert level where students may add elements to the illustration in any order. When they have finished, they click the "OK" button and get context-sensitive feedback on what they have done so far.

When the story is illustrated successfully, students may print out their unique creation.

Activity examples

Four different stories are available (see Table of Contents). Within each story, however, the details are randomly generated so that students will always be able to create a different illustration.



Teaching/learning points

This activity is an appropriate one for students who could benefit from some structured remediation in reading comprehension. The activity may also appeal to students who are interested in art and illustrating storybooks. Students who tackle the EXPERT stories have the added exposure to narrative terms such as "setting" and "character" in the context-sensitive error messages that are presented after "OK" is clicked.

QUIT
HELP
SOUND
LEAVE THIS ACTIVITY
STOP
Click for the EASY story.
"The tallest in the jungle, who could that be?" said the panda to the monkey as they rested by the sea.
Four animals lined up at nine o'clock at night, the tallest on the left the shortest on the right.
Now they know who's taller or shorter, because all of the jungle animals are in order!
3
Tonight's tallest is the giraffe!
Line up here.
HINT
OK
camel!
elephant!
monkey!
zebra!
panda!
grizzly!
Order in the Jungle

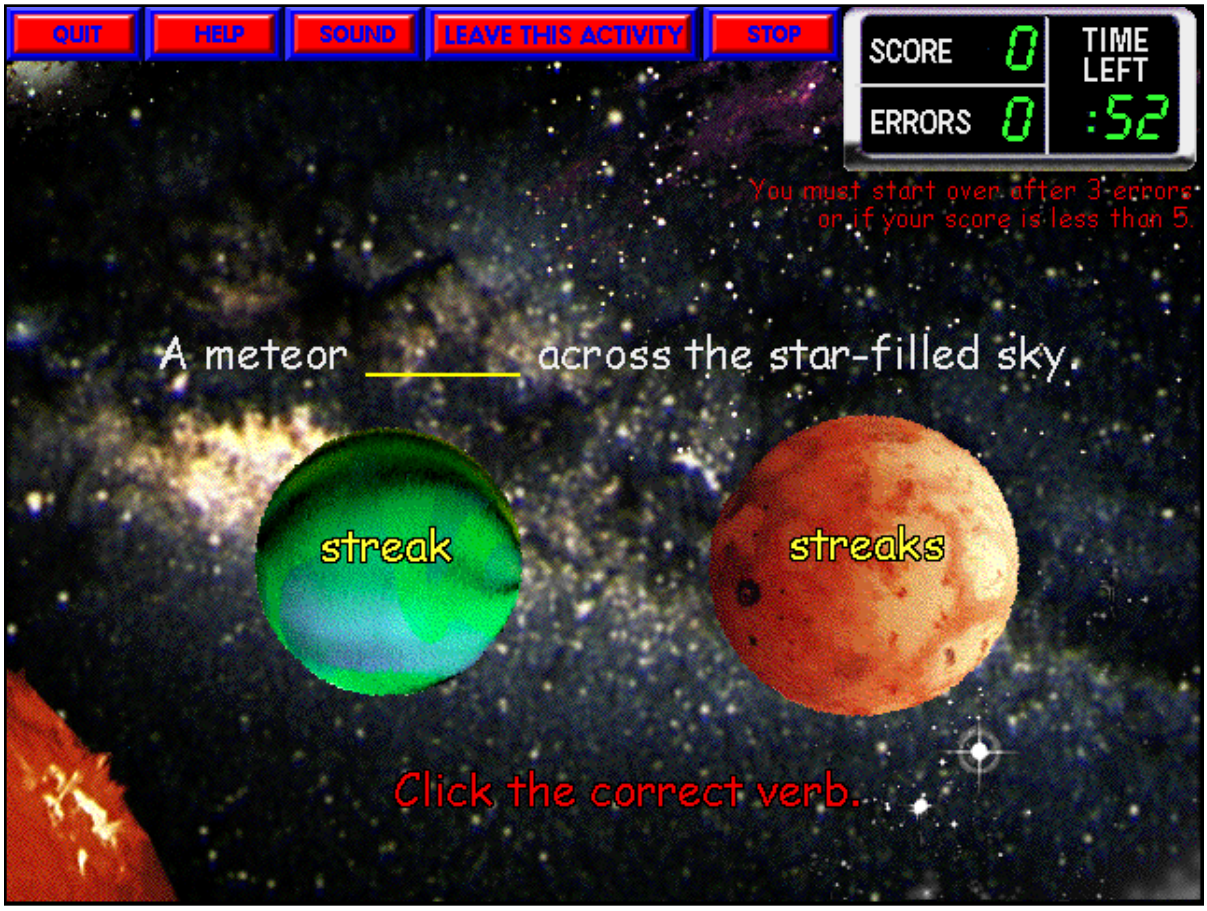
Subject-Verb Agreement

Skills addressed by this activity

- use correct subject-verb agreement

Activity description

This activity motivates students to consolidate their knowledge of subject-verb agreement by providing immediate feedback in a "space" setting (see example screen below). Students win a point by correctly selecting the verb that belongs in the sentence that is presented. The sentences are randomly drawn from a large pool of possibilities, so that each time the student does the activity a different set of words appears.

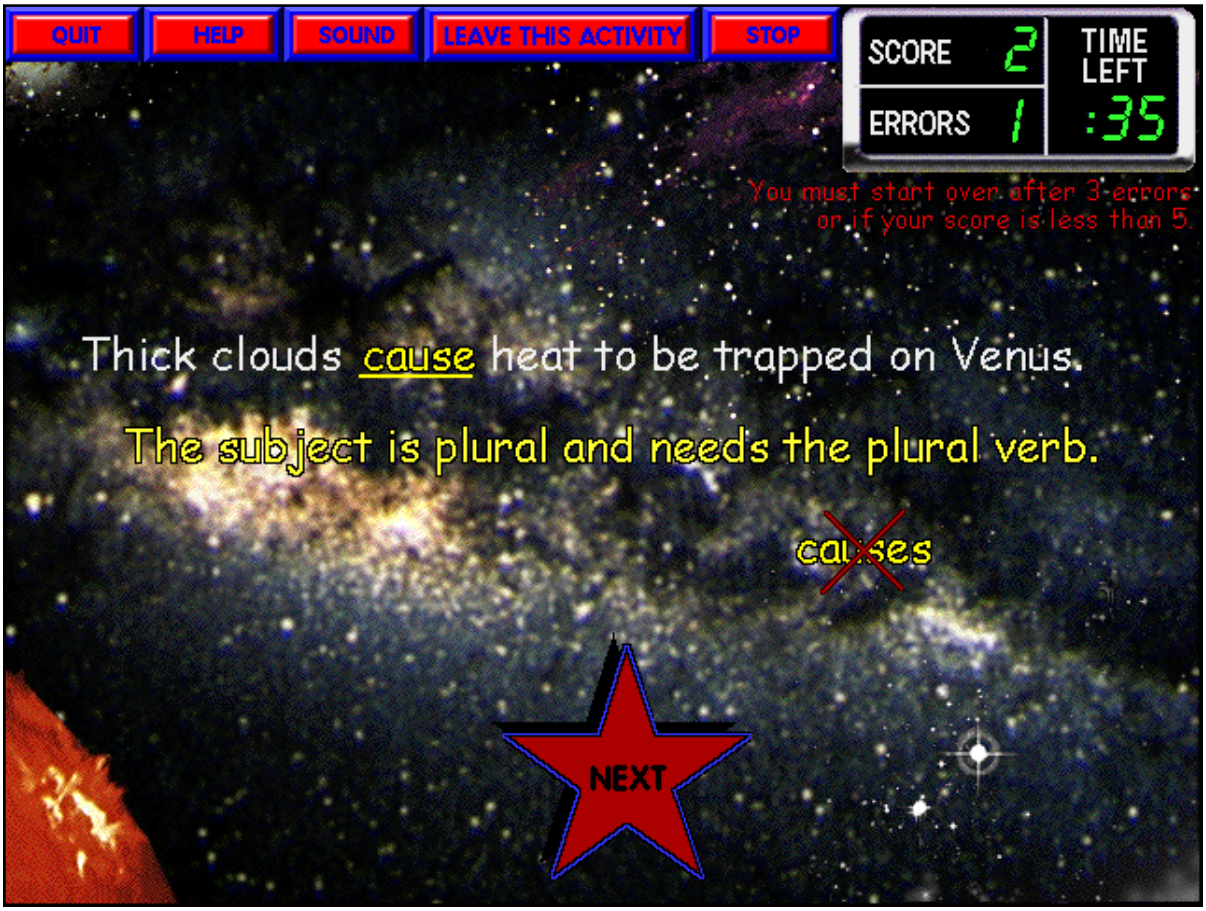


Students must get at least five correct answers to "get credit" for the activity and, if they make three errors, they must start the round again.

To choose the correct verb, students click on the planet with the verb. If an incorrect answer is given, appropriate feedback is presented (see next screen).

Activity examples

The verbs presented include irregular ones such as “to be” and “to have,” but most are common verbs. All of the sentences have an astronomy theme.



Teaching/learning points

Students should be encouraged to read the sentence and choices aloud to determine which verb agrees with the subject of the sentence.

This activity is very suitable for student self-directed review and practice.

Syllables

Skills addressed by this activity

- divide words into syllables
- recognize compound words and common prefixes and suffixes

Activity description

This activity provides practice in dividing words into syllables. Students must load the letters of the target word into the roller coaster so that each car has exactly one syllable. To load a letter, click the “load letter” button. When the car is “full” with exactly one syllable, the next car is brought in by clicking the “next car” button. A point is given for every letter correctly loaded, and a point is subtracted for each mistake.

When the roller coaster is fully loaded, it races down the track with full animation and sound. After all four words are completed, a motivating summary screen with animation is presented (see example screen on next page).

Activity examples

The words presented have from one to four syllables. Many of the words are compounds or have prefixes and suffixes. The first two words presented have only one or two syllables, the third word has three, and the fourth and final word has four syllables.

Teaching/learning points

Students should be encouraged to click the "Help" button in the upper left of the screen. In the start screen, "Help" contains a definition of a syllable and in the activity screen, some rules for dividing words into syllables are presented.

This activity is very suitable for student self-directed practice and reinforcement.

Troubleshooting – Macintosh

Problem	*Possible Cause*	*Possible Solution*
PERFORMANCE		
Program seems slow Program freezes	• not enough memory (at least 12 MB is required)	• Don't run other programs while running **Word Way** • Turn OFF background printing • Close all windows in the Finder • Restart the computer
PRINTING		
Page doesn't print	• printer driver not installed or active • printer not properly connected • printer not selected under **Chooser**	• Refer to your printer and computer manuals
Printing is slow	• slow processor	• Don't use **Word Way** while the printing is processing

Troubleshooting – Windows

Problem	*Possible Cause*	*Possible Solution*
PERFORMANCE		
Program seems slow Program freezes	• not enough memory (at least 12 MB is required)	• Don't run other programs while running **Word Way** • Restart the computer
Display is acting odd (fading, etc.)	• monitor display may be set incorrectly	• Through Windows Setup, set your display to Super VGA 640 x 480, 256 colors
Some text on the screen seems too large		• Choose small fonts instead of large fonts in display set up
PRINTING		
Page doesn't print	• printer driver not installed or active • printer not properly connected • printer not selected under Print Manager	• Refer to your printer and Windows manuals
Printing is slow	• slow processor	• Don't use **Word Way** while the printing is processing

Windows and Macintosh users please note:

The program may behave oddly if the sound is turned off completely.
Always have the sound on and adjust the volume level to your preference.

Word Way Student Tracking Report

Features

- simple way to track students' use of the program and whether they are progressing through the material as assigned
- provides a good basis for making future student assignments
- is a good alternative to printing out the home page and activity record of achievement screens
- provides a structured format for students to record word lists and key learning points
- having a paper record of progress encourages higher student achievement

Suggestions for use

- Print or photocopy the Word Way Student Tracking Report on the next page.
- Instruct the students to fill out the sheets just BEFORE quitting the program.
- The students should copy the number in each sphere in the left bottom corner of the activity picture on the home page onto the corresponding circle on the paper tracking report. That number indicates the number of times they have successfully completed the activity.
- Encourage the student to use the extra space on the tracking report to record word lists and other important information. The act of writing will reinforce the targeted skill.
- Save the student tracking reports from session to session to monitor student achievement over time.
- Share the tracking reports with parents, post them on bulletin boards or include them in a learning portfolio.

Word Way Student Tracking Report

Student's Name _____ **Date** _____

Fill in the circles with the values on the spheres on the Word Way home page.
Add any comments or word lists in the area below each activity.

Contractions	Homophones	Plurals	Prefixes, Suffixes, Abbreviations & Compounds	Punctuation
Special Terms	Spelling	Stories	Subject-Verb Agreement	Syllables

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Word Way Student Assignment Sheet

Features

- allows teacher to tailor the program to individual student learning needs by assigning individual students specific activities
- a straightforward way to prescribe activities directly tied to the appropriate content and current lesson plans

Suggestions for use

- Print or photocopy the next page.
- Check off each activity that you wish the student to use.
- Use the extra space below each activity picture for any specific notes and directions for the students. For example, you may wish to direct students to the Expert level in certain activities, or you may wish to refer students to other material or pages in a text that may relate to the activity or address the same skills.
- Instruct the students to copy the number in each sphere in the left bottom corner of the activity picture on the home page onto the corresponding circle on the assignment sheet and to return the sheet to you. The number in the circle indicates the number of times they have successfully completed the activity.

Word Way Student Assignment Sheet

Student's Name _____ **Date** _____

Do all the activities that are checked!
Fill in the circles with the values on the spheres on the Word Way home page.

Contractions ☐

Homophones ☐

Plurals ☐

Prefixes, Suffixes, Abbreviations & Compounds ☐

Punctuation ☐

Special Terms ☐

Spelling ☐

Stories ☐

Subject-Verb Agreement ☐

Syllables ☐

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